



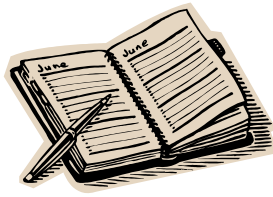
The Montana Comprehensive Assessment System

MontCAS, Phase 2
Criterion-Referenced Test (CRT)

Test Administrator's Manual

Grade 3

Spring 2008



Important Dates

March 3 through 26: CRT test administration window

**Please return all test materials to your School Test
Coordinator
on or before Thursday, March 27!**



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Test Security

All test items and responses to those items in the Montana Comprehensive Assessment System, Phase 2 Criterion-Referenced Test are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed

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Checklist for Test Administrators

Before testing:

- ___ Receive training on test security and administration handling of materials, and accommodations.
- ___ Receive copy of test security information for teachers.
- ___ Read all directions for test administration in this manual.
- ___ Meet with your School Test Coordinator to plan testing schedules, review procedures, and discuss any questions you have.
- ___ Check your test materials to be sure you have enough for the students you will be testing. Notify your School Test Coordinator if you are missing any materials or have defective materials.
- ___ Obtain student barcode labels from your test coordinator and affix them on the appropriate space provided on the front cover of the Student Response Booklet.
- ___ Notify students of the testing and request that they have #2 pencils for every test session.
- ___ Help your School Test Coordinator notify students and parents about the testing program.
- ___ Secure #2 pencils, scratch paper, and calculators (make sure school-owned or student-owned calculators, such as a 4 function calculator, are available for mathematics test Session 3).
- ___ Obtain accommodation information needed to complete page 2, Section 2, of the students' response booklets after testing, if applicable.

During testing:

- ___ Maintain test security.
- ___ Post a "Testing" sign on your classroom door.
- ___ Write your name, school name, and school code on the chalkboard.
- ___ Be sure that all students have a comfortable and adequate workspace.
- ___ Monitor students' handling of tests and response booklets to keep the booklets in good condition.
- ___ Give students as much time as needed (within the guidelines) to complete the test sessions.
- ___ Administer makeup tests or tests for students who require accommodations, if you are assigned to do so.

After testing:

- ___ Code accommodation information on page 2, section 2, of each Student Response Booklet, if applicable.
- ___ Verify that a Student Response Booklet was completed for **every** student in your class. This includes students who were totally or partially excluded from testing and students that participated in the CRT-Alternate Assessment.
- ___ Attach an explanatory note to each Student Response Booklet that needs special handling and place this material at the top of the stack you are returning to your School Test Coordinator.
- ___ Place the used Student Response Booklets (answer documents) in the large white envelope labeled "For Return of Used Answer Documents." **Do not seal this envelope.**
- ___ Return all test booklets, the large white envelope containing used Student Response Booklets and all other secure test materials to your School Test Coordinator on or before Thursday, March 27, 2008.

Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 3 through 8 and 10. In addition, science assessments will be administered in grades 4, 8 and 10.

The CRT is composed of three tests: reading, mathematics, and science. Students will record answers to all tests in a single student response booklet, except grade 3 students who will record their answers directly in the test booklet. Directions for administering tests are given in the test administrator's manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among eight different forms of the test; each student completes one form. This is called field testing. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to write their answers; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8–10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which is provided for each student and may include a punch-out ruler and formulas students may need to answer items. Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.
- Mathematics test session 3 is a "Calculator" test session. The items in this test session assess students' problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. Computation skills are assessed in "No-Calculator" test sessions 1 & 2.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of "universal test design." Universal test design ensures access to tests for all students by ensuring that test items assess the knowledge and skills in the most simple and straight-forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines.

Test Security

Test coordinators and administrators are prohibited from disclosing or discussing the contents of the CRT assessments. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators, or other persons.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. System Test Coordinators and school principals will receive OPI Guidelines and Procedures for Test Security and distribute it to school test administrators. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Students to be Tested

- **ALL** classroom students enrolled in accredited public and private Montana schools in Grades 3-8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) must take the CRT. First year in the United States LEP students are required to participate in the math and science assessments only – they are excluded from this reading assessment. First year LEP students may take the reading assessment; however, their scores will not be included in the calculation of averages. First year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students enrolled less than 180 hours in a mathematics course, a reading course, or a science course may participate in the CRT but will not be included in the calculation of averages.
- Home-schooled students may participate in the CRT at the request of a parent. Home-schooled students must be tested in the local school during the regular testing period; they may not be tested at home. For schools with home-schooled students participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code, Form Number, and Birth Date.

Page 2: Complete Section 1, "Student not enrolled..."

Complete Section 2, if applicable.

- Students in private schools not accredited by the Montana Board of Public Education may participate in the CRT. For students in these schools participating in testing the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code, Form Number, and Birth Date.

Page 2: Complete Section 3, "Student enrolled...."

- All suspended students are expected to participate and will be counted in district and school reports.

Students absent during testing: the test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 3–26). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (novice) and will be included in the school average. A used Student Response Booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a Student Response Booklet and code accommodation #27 in the appropriate boxes on page 2.

Braille: Montana will treat the Braille version of the CRT as a standard test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a Student Response Booklet and code #26 in the appropriate boxes on page 2.

Any student enrolled on the count date in AIM, but for whom no Student Response Booklet is returned, will be assigned a novice score and will be included in the schools average.

Students Eligible for Reporting Exclusions (from calculation of averages)

All public and private students enrolled in an accredited Montana school must participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics, a reading, or a science course **may** participate.
- First year in the United States LEP students **are required** to participate in the math and science assessments only; however, they may be excluded from the reading assessment.
- Test administrators must complete and submit a used Student Response Booklet for **all** enrolled students whether they participated in testing or not.

SUMMARY OF ELIGIBILITY FOR REPORTING EXCLUSIONS

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign exchange student	YES	
Students not enrolled in an accredited Montana school		YES
Students enrolled in a private accredited school	YES	
Students enrolled in a private non-accredited school		YES
Students enrolled part-time (less than 180 hrs.) Taking a mathematics or reading course		YES
1 st year in United States LEP students may be excluded from the reading assessment only. If they do not participate in the CRT reading assessment, they may instead take a language test selected by their school. Results must be sent to Judy Snow, State Assessment Director. They must participate in the CRT math test.	YES	

Determining How Students Will Participate in the CRT or CRT- ALT

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment (CRT-ALT) if they meet the eligibility criteria. Students with special needs and LEP students are often given testing accommodations. All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student routinely in daily instruction and assessments and do not invalidate the purpose of the test. For an accommodation to be considered routine, it should be part of the student's classroom work and assessment 2-3 months prior to testing.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading and Mathematics Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

CRT Accommodations

The *2008 OPI Guidelines for Accommodations* accompanied with the accommodations training PowerPoint is included on the CRT Training CD provided each system and school in the Manuals shipment received in early February 2008 from Measured Progress. The *Guidelines* and PowerPoint are both online at: <http://www.opi.mt.gov/Assessment/Phase2.html#Accom>.

Standard Accommodations

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment 2-3 months prior to testing.

Nonstandard Accommodations

If a student uses an accommodation that results in an invalid score (aka, a nonstandard accommodation), the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant, the score from the assessment is not included in calculating the proficiency rate for AYP determinations.

- Nonstandard accommodations can only be provided for a student with disabilities if the accommodation(s) is specified in the student's IEP.
- If the student is administered the test with a nonstandard accommodation in the content area test (reading or math), the student will not be counted as a participant for AYP determinations in that content area. The nonstandard accommodation used must be coded in the appropriate box(es) on page two of the test booklet). The student's results for that content area test (reading or math) **will not** be calculated in the averages for AYP determination.
- The Individuals with Disabilities Education Act (IDEA) requires that all students participate in the statewide assessment. This requirement applies whether or not the student takes the test with a nonstandard accommodation.

Standard CRT Accommodations
(CODE ALL THAT APPLY AFTER TESTING)

Scheduling Accommodations
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
*3. Extended Time: Time is extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.
Setting Accommodations
*4. Individual Administration: Test is administered in a one to one situation.
*5. Small Group Administration: Test is administered to a small group of students.
6. Reduce Distractors: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
*7. Alternative Setting: Test is administered to the student in a different setting.
*8. Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting: Test is administered to the student by school personnel in their home.
*10. Front Row Seating: A student is seated in front of the classroom when taking the test.
11. Teacher Presence: A teacher faces the student during test administration.
Equipment Accommodations
12. Magnification: Student uses equipment to magnify test materials.
13. Noise Buffers: Student wears equipment to reduce environmental noises.
14. Template: Student uses a template.
15. Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. Writing Tools: Student uses a typewriter or word processor (without activating spellchecker).
17. Voice Activation: Student speaks response into computer equipped with voice activation software.
*18. Bilingual Dictionary: Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).

Recording Accommodations
19. Dictation: The student dictates answers to a test administrator who records them in the test booklet.
20. Writing Tools: The student marks or writes answers with the assistance of a technology device or special equipment. The students' answers are transferred by the test administrator to the test booklet.
21. Assistive Technology: Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) was used by the student.
Modality Accommodations
22. Oral Presentation: Tests are read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
*23. Test Interpretation: Tests, including directions, are interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).
*24. Test Directions with Verification: An administrator gives test directions with verification (by using a highlighter) that the student understands them.
*25. Test Directions Support: An administrator assists students in understanding test directions, including giving directions in native language.
26. Braille: A Braille version of the test is used by the student.
27. Large Print: A large print version of the test is used by the student.
28. Other: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.

* Accommodation suggested as appropriate for Limited English Proficient (LEP) students

Nonstandard CRT Accommodations (for Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans.

- Students taking a nonstandard accommodation will not be counted as a participant and results for the content area test **will not** be calculated in averages for AYP. Test administrators will code the nonstandard accommodation on Page 2 of the student's test booklet.

The following is a **partial** listing, by example, of methods of administration that would be considered to be nonstandard.

Nonstandard Accommodations
29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
30. Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
31. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.
32. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

Instructions for Test Administrators

Before Testing

The assistance of local test administrators is vital to the success of the assessment. As test administrator, you will help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, all test administrators must follow the instructions given in this manual.

All test items and responses in the CRT are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling the materials.

Scheduling Test Sessions

The test must be given to students between March 3 and March 26. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Recommended Testing Schedule

Grade 3 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	5-10
Session 1	Reading Session 1	45-55
DAY 2 Reading		
Session 2	Reading Session 2	45-55
	Break	
Session 3	Reading Session 3	45-55

Grade 3 Recommended Mathematics Testing Schedule		
DAY 1 Mathematics	Activity	Time Range (in minutes)
Session 1	Mathematics Session 1	45-55
DAY 2 Mathematics		
Session 2	Mathematics Session 2	45-55
	Break	
Session 3	Mathematics Session 3	45-55

Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule.
- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading, math, and science as long as Session 1, 2, and 3 are completed in order.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for third and fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

Student Test Materials

In addition to this manual, you will receive a set of student test materials for the group of students you will be testing. A complete set of materials for each student includes the following:

- Test Booklet;
- Student Barcode Label (place barcode labels in the appropriate location on the front cover of the student's test booklet before the first test session); and
- Mathematics Reference Sheet.

In the class packs, there are 8 different forms of the test booklet. It is important to remember that the different forms of the booklets have been mixed in the class packs for random distribution to students. **Do not** change the order of any forms. Mathematics Reference Sheets are located in the back of the class packs.

Summary of Barcode and Coding Information

Participants in the CRT and CRT-Alternate include the following types of schools:

- Public Schools
- Treatment Centers that are under contract with the Office of Public Instruction
- Private Accredited Schools
- Private Non-accredited Schools
- Schools that test students who are not enrolled such as home school students

Student barcode labels were included in school test material shipments. Please review the tables on the following five pages for detailed coding information for each school type.

If a student was absent for all test sessions, test administrators or designated staff must place the student's barcode label on the front cover of an otherwise blank test booklet.

If a student participated in the CRT-Alternate, test administrators or designated school staff must verify that the student's barcode label was correctly placed on the front cover of the test booklet and scoring information was coded on pages 3 & 4 on the separate Student Response Booklet.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing Page1 & 2 of the Test Booklet	Column 5 Students no longer enrolled
<p>Public All students need either a barcode label or state student ID on the SRB</p>	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system as of February 5, 2008. All students enrolled during the January Assessment Registration Collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> If a student <u>does not</u> have a barcode label and is enrolled in a public or private- accredited school, please contact your school's AIM specialist who will provide you with a State Student ID number. Since there is no barcode label, the "State Student ID" box must be bubbled on Page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public or non-public accredited school in Montana must have a State Student ID number on the used SRB returned to Measured Progress. <p>NOTE: State Student ID numbers are 9-digit numbers. Only code the "State Student ID" box if you do not have a student barcode label.</p>	<p>Before testing, Page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on Page 1 as directed in Column 3. <p>During testing, Page 1</p> <ul style="list-style-type: none"> All students will code the "Form" box during testing with the exception of Grade 3. Students will be asked to write their teacher's name in the appropriate box. <p>After testing, Page 2</p> <ul style="list-style-type: none"> Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt. 	<p>Affix student barcode label to "Voided Barcode Label" form. Place form loosely on top of used Answer Document envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Private Accredited Schools All students need either a barcode label or state student ID on the SRB	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system as of February 5, 2008. All students enrolled during the Jan Assessment Registration Collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> If a student <u>does not</u> have a barcode label and is enrolled in a public or private accredited school, please contact your school's AIM specialist who will provide you with a State Student ID number. Since there is no barcode label, the "State Student ID" box must be bubbled on Page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public or non-public accredited school in Montana must have a State Student ID number on the used SRB returned to Measured Progress. <p>NOTE: State Student ID numbers are 9-digit numbers. Only code the "State Student ID" box if you do not have a student barcode label.</p>	<p>B Before testing, Page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on Page 1 as directed in Column 3. <p>During testing, Page 1</p> <ul style="list-style-type: none"> All students will code the "Form" box during testing, with the exception of Grade 3. Students will be asked to write their teacher's name in the appropriate box. <p>After testing, Page 2</p> <p>Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	Affix student barcode label to "Voided Barcode Label" form. Place form loosely on top of used Answer Document envelope.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing Page 1 & 2 of the Test Booklet	Column 5 Students no longer enrolled
Private Non-accredited Schools Students need complete coding as described in column 4.	NA	NA	Before testing, Page 1 <ul style="list-style-type: none"> Complete "Student Name", "School Code", and "Birth Date" boxes. During testing, Page 1 <ul style="list-style-type: none"> Students will be asked to write their teacher's name in the appropriate box. All students will code the "Form" box during testing, with the exception of Grade 3. After testing, Page 2 <ul style="list-style-type: none"> Complete Section 3 Information in "Gender", "Ethnicity" and "Program Information" boxes is <u>optional</u> 	NA

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Private Non-accredited Schools Students need complete coding as described in column 4.	NA	NA	Before testing, page 1 <ul style="list-style-type: none"> Complete "Student Name", "School Code", "Local Student Identification" (if applicable) and "Birth Date" boxes. During testing, page 1 <ul style="list-style-type: none"> Students will be asked to write their teacher name in the appropriate box. Students will code the "Form" box. After testing, page 2 <ul style="list-style-type: none"> Code Section 1 on page 2. The unlettered box with "Student enrolled" information is required. Section 3 (coding is optional). Code "Gender", "Ethnicity" and "Program Information". 	NA

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Home-school Students Students need complete coding as described in column 4.			Before testing, page 1 <ul style="list-style-type: none"> Complete "Student Name", "School Code", "Local Student Identification" and "Birth Date" boxes. During testing, page 1 <ul style="list-style-type: none"> Students will be asked to write their name and teacher name in the appropriate box. Students will code the "Form" box. Grade 10 students will be asked to code Vocational Educational Information as well, if applicable. After testing, page 2 <ul style="list-style-type: none"> Code Section 1 on page 2. The unlettered box with "Student enrolled" information is required. Section 3 (coding is optional). Code "Gender", "Ethnicity" and "Program Information". 	

During Testing

During testing, the test administrator's primary responsibility is to

- encourage students to take the task seriously and to do their best on the tests,
- give clear directions to students, and
- monitor student performance to see that directions are followed

Your School Test Coordinator will notify you about students who are excluded from all or part(s) of the test and about students who will take the test using accommodations. Students normally requiring accommodations for testing should be tested and the appropriate accommodation(s) should be followed. With the exception of approved accommodations, you should not aid any student in reading, answering, or understanding any of the test questions or help them in any way. Using test materials to familiarize students with test-taking strategies is a violation of test security and testing procedure.

Circumstances over which you have no control (fire drills or power failures, for example) may disturb the students. If an interruption occurs during testing, ask students to pass their test booklets in to you, if possible. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test session.

Administration Instructions and Scripts

The following pages detail the procedures to be followed for each test session. Please review the step-by-step directions before beginning each part of the test. As you review the directions, familiarize yourself with the appropriate sections of a test booklet. Directions to the students should only take a few minutes so that most of their time can be spent answering the test questions.

To ensure consistent and accurate test administration, a "script" for each session (material to be read aloud to students) is provided within shaded boxes. This text is printed in bold type. Directions to you within the scripts are printed in regular type. Additional directions for you are numbered and printed as regular text.

REPLACEMENT FOR PAGE 22
2008 CRT TEST ADMINISTRATION MANUAL, GRADES 4-8 AND 10
THIS REPLACEMENT CONTAINS IMPORTANT DIRECTIONS FOR STUDENTS TO
BUBBLE THE FORM OF THE TEST THEY ARE TAKING.

GENERAL INSTRUCTION SESSION TO VERIFY AND COMPLETE STUDENT INFORMATION

Estimated Time: 5-10 Minutes

Materials Needed: Test Booklets (barcode labels should have been previously placed on each student's test booklet) and #2 Pencils.

Math Reference Sheets will be used during the math test sessions; therefore, please set them aside during reading test sessions.

NOTE: Before you begin this session, please write your name (teacher name) on the chalkboard.

Please distribute the test booklets to the appropriate students. Test administrators should have placed barcode labels on each student's test booklet before the start of this session. Students will be asked to verify that the name printed on the barcode label is correct.

Say to the students:

During the next few days, you will be taking tests in reading, mathematics, (and science in grades 4, 8 and 10). These tests will not affect your grades in school. They will help us measure how well we are teaching you. Some of the questions are easy and some are quite difficult. You may not be able to answer every question, but you should take them seriously, and give your best effort because the decisions we make based on these tests will affect you and all students. During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

First verify that the Test Booklet I handed out to you is correct. Please look at the barcode label located on the right-hand side of the front cover. It should have your name on it. Please verify that your name is on the label. (Pause.)

Now you will fill out some identification information in the upper right-hand corner of your Student Response Booklet just below the picture. (Hold up a Student Response Booklet to demonstrate.) On the cover of the Student Response Booklet, please print my name, as it is written on the board, on the line which says "Teacher Name." (Pause.)

(Read the following paragraph aloud to students in all grades except grade 3) Directly underneath teacher name you will see Box C, "Form." Fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your test booklet, in the center, directly underneath the word "Grade." Does anyone need help? (Before moving on, walk around the room to verify that the form numbers have been correctly coded on each Student Response Booklet.)

Thank you for completing this information. We will now begin test session one. Please turn to the page that says "General Directions" and follow along as I read the directions (Pause.)



Session 1—Reading

Materials Needed: Test Booklets and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box G on the inside front cover of the student's Test Booklet after testing is completed.

1. If test booklets were collected after the General Instruction Session, return them to the students. Each student must have his or her original test booklet. Distribute #2 pencils to students who need them.
2. **Say to the students:**

You are now going to take Reading Session 1. Please turn to page 3 in your Test Booklet and follow along as I read the "General Directions." (Pause.)

"This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in this test booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the BEST answer. Fill in the bubble next to your answer choice for that question.

Some questions ask you to write out your answers. Write your answers to these questions in the boxes right below each question. Your answers must fit in the boxes. Be sure to answer ALL PARTS of each question. You can receive points for a partially correct answer, so try to answer every question. Show ALL of your work for the mathematics questions."

Are there any questions? (Answer any questions the students might have.)

Please turn to page 4 in your test booklet and locate the box labeled “Reading–Session 1.” (Pause while students locate the section.)

In this test session you will read selections and answer questions about what you have read. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice.

Question 27 is called a constructed-response question. It is like an essay question. Write your answer to this question in the space or answer box provided. Any part of an answer outside the box might not be scored. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may mark your test booklet and underline important ideas in the reading selection if you think that will help you; however, you must mark your final answer in your Student Response Booklet.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) **You may begin.**

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2—Reading

Materials Needed: Test Booklets and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box G on the inside front cover of the student's Test Booklet after testing is completed.

1. If the test booklets were collected after the last test session, return them to the students. Each student must have his or her original test booklet. Distribute #2 pencils to students who need them.
2. **Say to the students:**

You are now going to take Reading Session 2. Please turn to page 16 in your Test Booklet and find where it says "Reading–Session 2" at the top of the page. (Pause while students locate the section.)

In this test session you will read selections and answer questions about what you have read. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice.

Question 54 is called a constructed-response question. It is like an essay question. Write your answer to this question in the space or answer box provided. Any part of an answer outside the box might not be scored. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading selections if you think that will help you.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Reading

Materials Needed: Test Booklets and #2 Pencils.

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box G on the inside front cover of the student's Test Booklet after testing is completed.

1. If the test booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

2. **Say to the students:**

You are now going to take Reading Session 3. Please turn to page 28 in your Test Booklet and find where it says “Reading–Session 3” at the top of the page. (Pause while students locate this section.)

In this test session you will read selections and answer questions about what you have read. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice.

Question 81 is called a constructed-response question. It is like an essay question. Write your answers to this question in the space or answer box provided. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading selections if you think that will help you.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.)

You may begin.

3. Circulate and check students’ work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 1—Mathematics

Note: Calculators are NOT allowed in this test session

Materials Needed: Test Booklets, Mathematics Reference Sheets, and #2 Pencils

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box H on the inside front cover of the student's test booklet after testing is completed.

1. If the test booklets were collected after the last test session, return them to the students. Each student must have his or her original test booklet, Mathematics Reference Sheet, and #2 pencils.
2. **Say to the students:**

You are now going to take Mathematics Session 1. Please open your Test Booklets to page 40 and find where it says "Mathematics–Session 1" at the top of the page. (Pause.) Now, punch out the ruler on your Mathematics Reference Sheet. (Pause. Allow students time to punch out the perforated ruler.)

In this session there are 22 multiple-choice questions, 2 short-answer questions, and one constructed-response question. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice.

Questions 23 and 24 are called short-answer questions. These questions will ask you to show your work and answer in the workspace.

Question 25 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in the response space or answer box provided. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question. (Pause.)

You may use your ruler and Mathematics Reference Sheet to help you answer questions in this session. Some of the questions may be hard for you to answer, but it is important that you do your best.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.
4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2—Mathematics

Note: Calculators are NOT allowed in this test session

**Materials Needed: Test Booklets,
Mathematics Reference Sheets (Rulers) and #2 Pencils**

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box H on the inside front cover of the student's Test Booklet after testing is completed.

1. If the test booklets were collected after the last test session, return them to the students. Each student must have his or her original test booklet, Mathematics Reference Sheet (ruler), and a #2 pencil.

2. **Say to the students:**

You are now going to take Mathematics Session 2. Please open your Test Booklet to page 50 and find where it says “Mathematics–Session 2” at the top of the page. (Pause.)

In this session there are 22 multiple-choice questions, 2 short-answer questions, and one constructed-response question. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice. (Pause.)

Questions 48 and 49 are called short-answer questions. These questions will ask you to show your work and answer in the workspace.

Question 50 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning directly in the response space or answer box. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

You may use your Mathematics Reference Sheet (ruler) to help you answer questions in this session. Some of the questions may be hard for you to answer, but it is important that you do your best.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Mathematics

Note: Calculators ARE allowed in this test session

Materials Needed: Test Booklets, Mathematics Reference Sheets (ruler), Calculators (school-owned or student-owned), and #2 Pencils

This test session will take approximately 45-55 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. Students who need more time (over 55 min.) may need to be relocated to a different testing location. If students need to be relocated, you must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated. This standard accommodation (extra time over the time range) must be coded in Box H on the inside front cover of the student's Test Booklet after testing is completed.

1. If the test booklets were collected after the last test session, return them to the students. Each student must have his or her original test booklet, Mathematics Reference Sheet (ruler), Calculator, and #2 pencil.

2. **Say to the students:**

You are now going to take Mathematics Session 3. Please open your test booklets to page 62 and find where it says "Mathematics–Session 3 (Calculator)" at the top of the page. (Pause.)

In this session there are 21 multiple-choice questions, and two constructed-response questions. Choose the best answer for each multiple-choice question and fill in the bubble that corresponds to your answer choice.

Questions 72 and 73 are called constructed-response questions. These questions will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it. (Pause.)

You may use your Mathematics Reference Sheet (ruler) and calculator to help you answer any question in this session. Some of the questions may be hard for you to answer, but it is important that you do your best.

We are now ready to begin. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward or back to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

4. **Say to the students:**

The testing period has now ended. Please put your pencil down and close your Test Booklet.

5. If applicable, **Say to the students:**

Students who would like more time to complete the test are to follow me to another location.

6. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Returning Test Materials to the School Test Coordinator

Be sure to return all used and unused test materials to your School Test Coordinator on or before Thursday, March 27:

- Used test booklets placed in the large white envelope labeled, "For return of used answer documents;"
- Unused test booklets; and
- Test Administrator's Manual.

Appendix A: Guidelines for Use of Calculators



Mathematics “Calculator” test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions.

Use of calculators in the Mathematics “No Calculator” sessions constitutes a testing irregularity. When calculators are used in such a case it can result in the student not being considered a participant in the mathematics test and invalidating the student’s score.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in Grades 3-8 and 10; however, the most important factor is a student’s familiarity with the calculator.

Grades 3, 4, 5, and 6: four-function calculator

Grades 7 & 8: scientific calculator

Grade 10: graphing calculator